BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
10:00 a.m., Tuesday, June 25, 2013**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Approval of April 24, 2013 Executive Committee minutes and April 30, 2013 Board Meeting minutes, and ratification of actions taken at April 30, 2013 Executive Committee meeting.

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Louisiana Tech University’s request for approval to revise the alignment of the Computer Information Systems Group from the Management Department to the School of Accountancy in the College of Business.

2. Nicholls State University’s request for approval of a Letter of Intent/Proposal for a new Post Baccalaureate Certificate in Applied Business to be housed in the College of Business.

3. Nicholls State University’s request for approval of Academic Structural Changes, including the following: (1) the petroleum services and safety technology programs now housed in the Department of Applied Sciences in the College of Arts and Sciences would be converted to full department status; and (2) for administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management and would be housed in the University College.

** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board.
4. **Southeastern Louisiana University**’s request for approval of a Letter of Intent to establish a Bachelor of Science degree program in Health Management Systems.

5. **University of Louisiana at Lafayette**’s request for approval of a Proposal for a Master of Science degree program in Accounting.

6. **Other Business**

F. **REPORT OF ATHLETIC COMMITTEE**

1. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. Thomas Lane Burroughs, Head Baseball Coach, effective June 25, 2013.

2. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. Hugh Heresman, Co-Head Women’s Volleyball Coach, effective June 25, 2013.

3. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. George Van Linder, Head Women’s Soccer Coach, effective June 25, 2013.

4. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. Mike McConathy, Head Men’s Basketball Coach, effective June 25, 2013.

5. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. Donald Pickett, Head Softball Coach, effective June 25, 2013.

6. **Northwestern State University**’s request for approval of an amendment to a contract with Ms. Brooke Stoehr, Co-Head Women’s Basketball Coach, effective June 25, 2013.

7. **Northwestern State University**’s request for approval of an amendment to a contract with Mr. Jay Thomas, Head Football Coach, effective June 25, 2013.

8. **Southeastern Louisiana University**’s request for approval of a contract with Mr. Jason Hayes, Women’s Tennis Head Coach, effective June 1, 2013.

9. **Southeastern Louisiana University**’s request for approval of a contract with Ms. Lori Davis Jones, Women’s Basketball Head Coach, effective June 1, 2013.

10. **Southeastern Louisiana University**’s request for approval of a contract with Mr. Clyde Langlois, Women’s Softball Head Coach, effective June 1, 2013.
11. University of Louisiana at Monroe’s request for approval of a contract with Mr. Bryan Applewhite, Assistant Football Coach, effective July 1, 2013.

12. University of Louisiana at Monroe’s request for approval of a contract with Mr. Steve Farmer, Offensive Coordinator/Assistant Football Coach, effective July 1, 2013.

13. University of Louisiana at Monroe’s request for approval of a contract with Mr. Jerry McManus, Assistant Football Coach, effective July 1, 2013.

14. University of Louisiana at Monroe’s request for approval of a contract with Mr. Jason Nichols, Assistant Football Coach, effective July 1, 2013.

15. University of Louisiana at Monroe’s request for approval of a contract with Mr. Travis Niekamp, Assistant Football Coach, effective July 1, 2013.

16. University of Louisiana at Monroe’s request for approval of a contract with Mr. Mario Price, Assistant Football Coach, effective July 1, 2013.

17. University of Louisiana at Monroe’s request for approval of a contract with Mr. Troy Reflett, Defensive Coordinator/Assistant Football Coach, effective July 1, 2013.

18. University of Louisiana at Monroe’s request for approval of a contract with Mr. Everett Todd, Assistant Football Coach, effective July 1, 2013.

19. University of Louisiana at Monroe’s request for approval of a contract with Mr. Adam Waugh, Assistant Football Coach, effective July 1, 2013.


21. Other Business

G. REPORT OF AUDIT COMMITTEE

1. University of Louisiana System’s request for approval of System Universities’ Fiscal Year 2013-14 Internal Audit Plans.

2. University of Louisiana System’s report on internal and external audits submitted for the period of April 13 to June 14, 2013.

3. Other Business
H. REPORT OF FACILITIES PLANNING COMMITTEE

1. Grambling State University’s request for preliminary approval for issuance of University of Louisiana System Revenue Bonds not exceeding $7,500,000 for the benefit of Grambling State University, authorizing the issuance of a Notice of Intention, making application to the State Bond Commission, and providing for other matters in connection therewith.

2. Louisiana Tech University’s request for approval to execute an amendment to the cooperative endeavor agreement and to execute a second conveyance and assignment, subject to review and approval of Board staff and counsel, that will transfer ownership of the third well and associated components to the City of Ruston.

3. McNeese State University’s request for approval to enter into a new Cooperative Endeavor/Intergovernmental Agreement with Calcasieu Parish Police Jury involving the Burton Memorial Coliseum Complex.

4. McNeese State University’s request for approval to enter into a ground lease with the McNeese State University Alumni Association to construct an outdoor pavilion at “the Grove” immediately adjacent to and south of the Alumni Center and to accept the donation of the pavilion from the Alumni Association upon the completion of construction.

5. Nicholls State University’s request for approval to name the culinary arts classroom building “Lanny D. Ledet Culinary Arts Building.” in memory of the late Lanny D. Ledet.

6. Nicholls State University’s request for approval to name the bistro dining area in the culinary arts classroom building “Bistro Ruth Fertel.” in memory of the late Ruth Fertel.

7. Nicholls State University’s request for approval to name Room 208, Gouaux Hall, The Marilyn Kilgen Laboratory of Biological Sciences.

8. Northwestern State University’s request to permit Tri Sigma to transfer their right to lease their old sorority home, located on Greek Hill, to Theta Chi Fraternity.

9. University of Louisiana at Monroe’s request for approval to lease 4407 Bon Aire Drive to the ULM Alumni Association.

10. Other Business
I. REPORT OF FINANCE COMMITTEE

1. Nicholls State University’s request for approval to change the Terrebonne General Medical Center Endowed Chair in Nursing into four super professorships: The Terrebonne General Medical Center Endowed Professorship (4) with each having a value of $250,000.

2. Northwestern State University’s request for approval of an Affiliation Agreement between Northwestern State University and the Demons Unlimited Foundation.

3. University of Louisiana System’s request for approval to authorize a Building Use Fee pursuant to House Bill 671 of the Regular Session of the 2013 Louisiana Legislature.

4. University of Louisiana System’s request for approval of payments made by nonprofit organizations to employees of the University of Louisiana System during Fiscal Year 2012 in accordance with provision of Louisiana Revised Statute (R.S.) 17:3390(F).

5. University of Louisiana System’s discussion of Fiscal Year 2012-13 third quarter financial reports and ongoing assurances.

6. Other Business

J. REPORT OF PERSONNEL COMMITTEE

1. Louisiana Tech University’s request for approval to appoint Dr. Stan A. Napper as Vice President for Research and Development effective July 1, 2013.

2. Louisiana Tech University’s request for approval to appoint Dr. Sheryl Shoemaker as Interim Dean of the Graduate School effective July 1, 2013.

3. Louisiana Tech University’s request for approval to appoint Dr. Hisham Hegab, Interim Dean of the College of Engineering and Science effective July 1, 2013.

4. Southeastern Louisiana University’s request for approval to appoint Dr. Shirley Jacob as Interim Dean of the College of Education effective June 3, 2013.

5. Southeastern Louisiana University’s request for approval to appoint Mr. Jay Artigues as Interim Director of Athletics effective June 7, 2013.

6. University of New Orleans’ request for approval to appoint Dr. Gregg Lassen as Vice President for Business Affairs effective July 1, 2013.
7. University of New Orleans' request for approval to appoint Dr. Kenneth Sewell as Vice President for Research and Economic Development effective July 1, 2013.

8. University of New Orleans' request for approval to appoint Dr. John A. Williams as Dean of the College of Business Administration effective July 1, 2013.

9. University of New Orleans' request for approval to appoint Dr. Darrell Kruger as Dean of the College of Education and Human Development effective July 1, 2013.

10. University of New Orleans' request for approval to appoint Dr. Kevin Graves as Interim Dean of the College of Liberal Arts effective August 1, 2013.

11. Other Business

K. SYSTEM PRESIDENT’S BUSINESS

1. Personnel Actions

2. System President’s Report

3. Nicholls State University’s Presentation

4. Appointment of Mr. Larry Howell as Interim President of Nicholls State University effective August 1, 2013.

5. Other Business

L. BOARD CHAIR’S BUSINESS

1. Board Chair’s Report

2. Executive Session, pursuant to R.S. 42:16, will be required to discuss the following litigation: United States of America v. Lincoln Parish School Board, et al., United States District Court, Western District of Louisiana, Monroe Division No. 3:66-cv-12071.

3. Other Business

M. Other Business

N. Adjournment
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 25, 2013

Item E.1. Louisiana Tech University’s request for approval to revise the alignment of the Computer Information Systems Group from the Management Department to the School of Accountancy in the College of Business.

EXECUTIVE SUMMARY

Louisiana Tech University requests approval to revise the alignment of the Computer Information Systems Group from the Management Department to the School of Accountancy in the College of Business. The proposed restructuring would facilitate the development of joint programs intended to elevate two disciplines, Accounting and Information Systems. If approved, there will be a transitional period of three years, from 2013 to 2016, as it relates to 2013 Accounting Accreditation Standards.

Because accounting degree programs integrate current and emerging accounting and business information technologies throughout the academic curricula, it is reasonable to merge the accounting and information systems. As well, due to a new Association to Advance Collegiate Schools of Business (AACSB) standard, the integration of Information Technology into the Accounting program has become a necessary component of the accreditation process. The ability to meet the required needs for accounting students will be easier to address within the same department.

Over the past five years, the only students to minor in Information Systems at the doctoral level have been Accounting students. The proposed merger will enhance doctoral student recruiting and placement for Information Systems doctoral students. Students majoring in accounting are primarily the students taking the courses at both the undergraduate and graduate levels. The merging of information systems and accounting should increase enrollment for both accounting and information systems’ courses.

Finally, the Center for Information Assurance has always been an interdisciplinary, collaborative, research center between Computer Information Systems in the Department of Management and Information Systems and School of Accountancy in the College of Business. There has been a continued need for the Center to fit with the School of Accountancy; however, the structure has not allowed this to completely happen. The proposed merger will fill this void at no additional costs to the institution.
To accomplish the proposed realignment, the appropriate budget portion would be moved and the names of the departmental units would change to the Department of Management and to the School of Accountancy and Information Systems. The proposed revision would be budget neutral.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University’s request for approval to revise the alignment of the Computer Information Systems Group from the Management Department to the School of Accountancy in the College of Business.
OFFICE OF THE PRESIDENT

June 4, 2013

LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM:

Louisiana Tech University requests approval to revise the alignment of the Computer Information Systems Group from the Management Department to the School of Accountancy in the College of Business. A detailed rationale is attached.

To accomplish this revision, the appropriate budget portion would be moved and the names of the departmental units would change to the Department of Management and to the School of Accountancy and Information Systems. The proposed revision would be budget neutral.

The new structure will facilitate Accountancy and Information Systems in developing joint programs which will elevate both disciplines beyond what they will be able to do individually. We believe that true centers of excellence will emerge with a powerful impact on the College and the University.

Thank you for your consideration and approval.

Sincerely

Daniel D. Reneau
President

Leslie K. Guice
President-Elect

dc
attachments
College of Business

Proposal to Merge the Computer Information Systems Group into
The School of Accountancy

This goal of this proposed merger is to take advantage of the natural synergies between the Accounting and Information Systems (IS) academic disciplines. These synergies are not new because CIS originally developed out of the Accounting area. In fact, a school or department containing both disciplines is also a norm in many of the top business schools in the United States including Ohio State, Michigan State, Wisconsin, Rutgers, Maryland, Oregon State, Kansas, Virginia Tech, Delaware, Villanova, and many others. However, the current business environment makes these synergies a necessity in both academia and practice for both disciplines. This proposal will document the need for this merger which is supported by both disciplines.

1. AASCB Accreditation for Accounting
   The integration of Information Technology (IT) into the Accounting Program has become a necessary component of the accreditation process. The new Standard A7 (see attachment) require significant integration of information technology in accounting and business. The ability to meet the required needs for accounting students will be easier to address within the same department.

2. Student Placement and the Global Accounting Firms
   The global accounting firms are engaged in significant IS, IT security, information risk assessment, and IT auditing activities. In fact, students possessing skills from both Accounting and Information Systems are among the most sought after in the industry. This synergy would benefit both disciplines.

3. Doctoral Students and Placement
   Over the past five years, the only students to minor in IS at the doctoral level have been Accounting students. In fact, doctoral students with both Accounting and Information Systems backgrounds are the hottest commodities on the Business Faculty Recruiting Market. In addition, the IS group believes that the merger will enhance doctoral student recruiting and placement for IS doctoral students.

4. Accounting Students in Information Assurance
   While the Information Assurance courses have a widespread popularity, Accounting students are the primary origin (besides IS) of the students taking the courses at both the Undergraduate and Graduate levels. The Accounting students are also the best performers. The merging of the departments should increase enrollment for these courses.

5. Certifications and Business
   The CPA is the top and primary certification that can be sought by a business school graduate. The only other professional discipline whose students greatly enhance their careers through certifications are IS students. These certifications range from the Graduate Certificate in Information Assurance currently offered by the College of Business to many national certifications. The Information Systems Audit and Control Association (ISACA) is one of the primary organizations that
offers certifications that directly link Accounting and IS. The following certifications are offered by ISACA for professions:

a. Certified Information Systems Auditor (CISA)
b. Certified Information Security Manager (CISM)
c. Certified in the Governance of Enterprise IT (CGEIT)
d. Certified in Risk and Information Systems Control (CRISC)

6. The Center for Information Assurance
The Center for Information Assurance has always been an interdisciplinary, collaborative, research center between Computer Information Systems in the Department of Management and Information Systems and School of Accountancy in the College of Business. The Center has always needed to fit with the School of Accountancy; however, the structure has not allowed this to completely happen.

The request for the Center for Information Assurance to the Louisiana Board of Regents stated the following:

“The Center’s mission will be to foster, support and conduct research in information assurance and related areas in business and computer information systems for Northwest Louisiana and the United States. In particular, research will focus on furthering knowledge in information assurance and computer security across all types of industries. This involves research focused on people, technology, and operations for organizational systems. The efforts will be cross disciplinary and include the private sector and the public sector. Special attention will be taken toward accounting needs, the health care industry, the financial sector, and cyber defense. A major focus in this research will be internal information systems security, business continuity, disaster recovery, accounting controls, auditing, computer forensics, and security attribution.”
Item E.2. Nicholls State University’s request for approval of a Letter of Intent/Proposal to establish a Post Baccalaureate Certificate (PBC) in Applied Business to be housed in the College of Business.

EXECUTIVE SUMMARY

Nicholls State University proposes to offer a Post Baccalaureate Certificate (PBC) in Applied Business. The PBC in Applied Business will be designed for individuals who have earned a baccalaureate degree and are seeking functional competency in business administration. Individuals who are currently employed in organizations or entrepreneurs who would like to gain a general understanding of the basic business disciplines of accounting, economics, business law, marketing, and management would be ideal candidates for this program. As well, this certificate may also attract those individuals in science, technology, engineering, and math fields who may wish to enhance their knowledge.

The proposed 18-credit-hour certificate program will be delivered online in conjunction with the new Nicholls Online initiative. Courses will be offered on a rotational basis so that a student will be able to complete the Certificate in five 8-week concurrent online segments or in approximately 10 to 12 months. A student’s eligibility for the program will be contingent upon the student’s completion of a bachelor’s degree program in any area and admittance to the University.

The proposed PBC serves the needs of a unique population within the region. Nicholls State University has not offered a similar program. Similar programs are offered at Tulane University and Louisiana Tech University. However, the proposed Nicholls’ PBC will offer broad spectrum coverage of the basic business disciplines to provide functional competency in applied business that are not covered in the programs offered by Tulane University and Louisiana Tech University.

There are a number of maritime and oil and gas related organizations operating in the region that would support their employees financially to complete the proposed PBC. These businesses spend considerable resources training their employees in the fundamental aspects of accounting, finance, management, marketing, economics, and information systems as they prepare for leadership within their organizations. The PBC would serve as a means for the business community to train employees to take on more business-related responsibilities.
Executive Summary
June 25, 2013
Page 2

Nicholls projects that the program will begin with an enrollment of five students in year one and increase to 13 students by year five. Also, by the end of the first year it is projected that there will be three graduates and seven by year five. The College of Business partners with the Small Business Development Center on campus and they will serve as a referral source for the certificate. As well, referrals will come from admissions inquiries for Nicholls online program. The program is expected to begin as early as Fall 2013.

Nicholls has sufficient technology, facilities, and existing library holdings to support the proposed program. As well, no additional faculty will be needed. If approved, the proposed program will be administered in the College of Business and will not impact the present administrative structure of the institution. The convenience associated with offering the program via distance learning along with the time frame in which the program can be completed make it appealing to working adults.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request for a Letter of Intent/Proposal to establish a Post Baccalaureate Certificate (PBC) in Applied Business Administration to be housed in the College of Business.
June 4, 2013

Dr. Sandra Woodley  
System President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the enclosed items to be placed on the agenda for the June 24-25, 2013, meeting of the Board of Supervisors for the University of Louisiana System:

Letter of Intent for a new Post Baccalaureate Certificate in Applied Business to be housed in the College of Business

Thank you for your assistance in this matter.

Sincerely,

[Signature]

Stephen T. Hulbert  
President

STH/ad

Attachment

cc: Mr. Larry Howell, Executive Vice President  
Dr. Laynie Barrilleaux, Vice President for Academic Affairs  
Dr. David Boudreaux, Vice President for Institutional Advancement  
Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services  
Mr. Mike Naquin, Associate Vice President for Finance and CFO  
Mr. Mike Davis, Assistant Vice President for Facilities  
Mrs. Stacy LeJeune, Internal Auditor  
Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
May 31, 2013

Dr. Sandra Woodley  
System President  
University of Louisiana System  
1201 North Third Street  
Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

Nicholls State University is pleased to submit this Letter of Intent for a new Post Baccalaureate Certificate in Applied Business to be housed in the College of Business.

This new Certificate in Applied Business is designed for individuals who have earned a baccalaureate degree and are seeking functional competency in business administration. The program focuses on those individuals who are working in an organization or in their own business who are in need of a general understanding of the basic business disciplines of accounting, economics, business law, marketing and management and should not be considered as equivalent to a comprehensive business degree program offered by Nicholls State University College of Business. The certificate may also be attractive to individuals in the science, engineering and math fields who wish to enhance their knowledge so as to better prepare them to move into management positions and to individuals who have a degree in a field outside of business but wish to pursue a Masters of Business Administration.

The program is intended to support the overall educational mission of the university by:
- Helping meet the regional workforce development needs
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the area of business administration.

The certificate program will be delivered online in conjunction with the new Nicholls Online initiative. The courses required in this program are already offered as part of the current undergraduate program, so no additional faculty resources will be needed.
The College of Business at Nicholls State University is AACSB accredited and has quality faculty to teach these courses. We believe this certificate will greatly enhance the development of the workforce in our region. Your consideration of the Letter of Intent for a Post Baccalaureate Certificate in Applied Business is appreciated.

Sincerely,

[Signature]

Stephen T. Hulbert
President

STH/ad

cc: Mr. Larry Howell, Executive Vice President
Dr. Laynie Barrilleaux, Vice President for Academic Affairs
Dr. David Boudreaux, Vice President for Institutional Advancement
Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services
Mr. Mike Naquin, Associate Vice President for Finance and CFO
Mr. Mike Davis, Assistant Vice President for Facilities
Dr. Stephen Michot, Faculty Senate Pres. and Faculty Association Representative
Mrs. Stacy LeJeune, Internal Auditor
NICHOLLS STATE UNIVERSITY – POST BACCALAUREATE CERTIFICATE IN APPLIED BUSINESS ADMINISTRATION

1. PROGRAM DESCRIPTION

a. Title, degree/certificate level, description and objectives of the program: Post Baccalaureate Certificate in Applied Business Administration (CIP Code 52.0299) This PBC in applied business administration is an online program designed for individuals who have earned a baccalaureate degree and are seeking functional competency in business administration. The program focuses on those individuals who are working in an organization or in their own business who are in need of a general understanding of the basic business disciplines of accounting, economics, business law, marketing and management and should not be considered as equivalent to a comprehensive business degree programs offered by Nicholls State University College of Business.

Objectives: This program strives to meet the educational requirements for individuals who desire applied skill acquisition in the business disciplines to improve the operations of their own businesses or those of their employers and to improve their career skills and options. The program is intended to support the overall educational mission of the university by:

- Helping meet the regional workforce development needs
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the area of business administration.

b. List and describe the program curriculum (i.e. required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examinations, thesis, dissertation, etc.):

The following courses already exist and are the same courses that satisfy a Minor in Business Administration currently offered in the Nicholls traditional and beginning in Fall 2013 in the Nicholls Online curriculum.

Certificate Program Content/Requirements

1. Baccalaureate Degree
2. University Admission
3. Successful completion of each required course listed below with a passing grade.
4. Completion of the following 18 hours of business courses:

   a. ACCT 205, Introduction to Financial Accounting (3 credits)
   b. ECON 211, Principles of Microeconomics (3 credits)
   c. ACCT 206, Introduction to Managerial Accounting (3 credits)
   d. MNGT 301, Management of Organizations & Behavioral Processes (3 credits)
   e. BSAD 221, Legal Environment of Business (3 credits)
   f. MKGT 300, Marketing (3 credits)
c. Describe how the program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for cooperative program, cross-enrollment or other manner of sharing/extending resources and access.

The certificate program will be delivered online in conjunction with the new Online Nicholls initiative. The college of business will be offering a Minor in Business Administration for Online Nicholls students pursuing any NSU online degree. The Minor in Business Administration courses are currently offered in the traditional on campus program. These courses are being modified for online instruction for the Online Nicholls offerings beginning in Fall 2013. The same program curriculum will be offered to students pursuing a Certificate in Applied Business. The courses are already scheduled to be offered, so no additional faculty resources are required for the Certificate Program. The Certificate Program will increase class size and assist with enrollment numbers as the new Online Minor is initiated. It also provides a valuable resource for area adult learners to further their understanding of business practices.

The courses will be offered on a rotational basis so that a student will be able to complete the Certificate in five 8-week concurrent online segments or in approximately 10 to 12 months. The program leverages the faculty resources in these courses to support multiple needs in the region. The online nature of the courses provides a convenient option for the adult population that desires to extend their business knowledge while working full time. There are also possibilities to partner with regional businesses to offer the Certificate as a training option for their employees.

The Certificate will have cross enrollment with any NSU online program degree business minors, online culinary degree business minor and as preparation for enrollment in the Master of Business Administration.

d. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.

2. NEED

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

Nicholls is a regional institution that is dedicated to the education of a diverse student body. As part of its mission, we serve the educational, cultural and economic needs of the service region. As such, the Certificate in Applied Business serves the needs of a unique population within our service region, specifically the individual currently working in a business setting or the small business owner in need of additional knowledge in core business disciplines. Offering the Certificate online provides access to the working adult that is not currently available. The program also offers degree holders in non-business degrees an opportunity to gain core business knowledge in preparation for applying to the Nicholls College of Business Master of Business Administration at Nicholls.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.
Tulane University, a private institution offers a Post Baccalaureate Certificate in Applied Business. We are aware that Louisiana Tech University has been approved for a Post Baccalaureate Certificate in Business Foundations in April 2013. We are not aware of any other programs offering broad spectrum coverage of the basic business disciplines to provide functional competency in applied business.

d. If similar programs exist in Louisiana, why is an additional program need? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

Only one similar program exists and it is offered by a private institution. However, our Certificate will be available as a State University option and will provide access to a larger population. Another potential program is anticipated to begin in Northern Louisiana in Fall 2013. However, our program has a differing primary objective to that program. Our objective is to provide regional workforce development and opportunities for the adult learner in the Region served by our Institution while Louisiana Tech University states their objective as primarily providing the prerequisite work towards entering a Masters program. (Although we anticipate this as a secondary goal, it is not our primary objective).

Our Post-Baccalaureate Certificate in Applied Business is targeted at the Region the Nicholls State University serves, southeast Louisiana. There are a number of maritime and oil and gas related organizations operating in our Region. These businesses spend considerable resources training their employees in the fundamental aspects of accounting, finance, management, marketing, economics and information systems as they prepare for leadership within their organization. This Certificate will serve as a means for the business community to train employees to take on more business related responsibilities.

It also provides an accessible and practical educational option for adult learners that are interested in furthering their education without pursuing a full degree. We anticipate a number of students with undergraduate degrees outside of business will be interested in the option of an Online Applied Business Certificate.

The Certificate also takes advantage of existing and planned Online Education within the College of Business to maximize utilization of resources. The same courses serve as an Online Business Administration Minor for any Nicholls Online degree and is available Fall 2013. Soon, the courses will serve as an Online Business Minor for an Online Culinary Arts degree tentatively labeled Culinary Business degree. This additional target group, Culinary professionals, is anticipated to provide more non-degree seeking adult learners who are aware of the high failure rate of restaurants and are interested in improving their applied knowledge in the core business disciplines.

e. If a graduate program is requested, indicate:
   i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.
   ii. Are there possibilities for cooperative programs?

   N/A

f. If this program is approved, will its approval result in the termination or phasing out existing programs? This is, could this program be considered a replacement program?

   No
g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

Our mission: Nicholls State University is a student-centered regional institution dedicated to the education of a diverse student body in a culturally rich and engaging learning environment through quality teaching, research, and service. Nicholls supports the educational, cultural, and economic needs of its service region and cultivates productive, responsible, and engaged citizens. This Certificate is targeted to serve our regional corporate and small business community. The businesses in our region are familiar with and hire many of Nicholls College of Business graduates. This Certificate provides additional access to the foundational business disciplines for a larger non-traditional student in a convenient format. This new resource for area citizens and businesses will provide support for a more educated and engaged citizen. Nicholls State University plays a unique role in the Southeast Louisiana region by providing access to higher education for many first generation college students. This program furthers that part of our mission.

The Certificate in Applied Business likewise supports the Board of Regents Master Plan by increasing the number of citizens in our State that have access to a post-secondary credential. The further education of our regional constituents will assist with workforce development and growth of our Region and State’s economic potential.

3. STUDENTS

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the five years by level of student and with a justification for the projections.

The collection of six core Business Courses making up the Post-Baccalaureate Certificate in Applied Business does not require that the Certificate students be in sufficient numbers to support entire courses in the initial year(s) of the program because the same six core courses will serve to provide required curriculum for:

- Online Minor for all NSU Online Degree Programs
- Online Minor for the Online Degree in Culinary Business
- Foundational courses for the Online Degree in Business Administration Fall 2014
- Post-Baccalaureate Certificate for non-degree seekers (adult learners/working adults for professional development)
- Post-Baccalaureate Certificate for non-business majors seeking functional competence in the core Business disciplines in preparation for enrollment in the NSU Master of Business Administration or the Executive Master of Business Administration

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<tr>
<th>YEAR</th>
<th>Enrolled</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>5</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.
The College of Business partners with the Small Business Development Center on Campus and they will serve as a referral source for the Certificate. We also anticipate referrals from admissions inquiries for the Nicholls Online program. Finally, our College of Business Advisory Council, made up of local executives and leaders will be an additional resource for communicating the Certificate option as a means to provide training for employees of businesses in the area.

c. What preparation will be necessary for student to enter the program?

Students must have completed a bachelor's degree in any area and be officially admitted to Nicholls State University for the Post Baccalaureate Certificate in Applied Business.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

The College of Business has never had any programs similar to this Certificate and there are no other related programs available for comparison. It is not an expansion of an existing program, but rather a means to maximize the utilization of our available online offerings.

e. If a graduate program is requested, indicate sources of financial support for students.

Not applicable.

4. FACULTY

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees</th>
<th>Present Credits</th>
<th>SCH’s Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Chiasson</td>
<td>8-94</td>
<td>Professor of Accounting</td>
<td>DBA, Louisiana Tech</td>
<td>9</td>
<td>128</td>
</tr>
<tr>
<td>Dr. J Field</td>
<td>8-09</td>
<td>Assistant Professor of Marketing</td>
<td>PhD, Mississippi State University</td>
<td>9</td>
<td>219</td>
</tr>
<tr>
<td>Dr. Morris Coats</td>
<td>1-85</td>
<td>Professor of Economics</td>
<td>PhD, Virginia Polytechnic Institute &amp; State University</td>
<td>9</td>
<td>136</td>
</tr>
<tr>
<td>Dr. Kevin Breaux</td>
<td>8-03</td>
<td>Associate Professor of Accounting</td>
<td>PhD, Louisiana State University</td>
<td>9</td>
<td>142</td>
</tr>
<tr>
<td>Dr. Xiaoyan (Tony) Chu</td>
<td>8-12</td>
<td>Assistant Professor of Accounting</td>
<td>DBA, Louisiana Tech</td>
<td>9</td>
<td>134</td>
</tr>
</tbody>
</table>
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

40:1 (1464 FTE students: 37 FTE faculty)

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

No new faculty are required. Existing courses and faculty are to be utilized.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

No new faculty are required. Existing courses and faculty are to be utilized.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

No additional requirements related to this Certificate are expected beyond the existing research, service and teaching required to maintain AQ or PQ status under AACSB. These faculty are already teaching the courses and the Certificate is anticipated to add to overall enrollment numbers for the select courses.

f. If a graduate program is requested, indicate:
   i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)
   ii. For proposed new faculty, qualifications and/or strengths needed.

Not applicable.

5. LIBRARY AND OTHER SPECIAL RESOURCES

a. Are present library holdings in related fields adequate to initiate the proposed program?

Yes.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

No expansion of holding is necessary. These students will have access to Ellender Memorial Library online which includes multiple database access and interlibrary loan through the Louisiana Library Network.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
The Louisiana Library Network and the Louisiana Digital Library are available to NSU faculty through our library.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

2010 - 2011: $54,650  
2011- 2012: $37,063

e. Project library expenditures need for the first five years of the proposed program.

No additional needs projected.

f. What additional special resources, other than library holdings, will be needed?

No additional resources are being requested.

g. If a graduate program is requested, indicate:  
i. Special library resources needed to offer a program of quality.
ii. How do the library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

Not applicable.

6. FACILITIES AND EQUIPMENT

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

The Certificate will be delivered online. Existing faculty offices and computers will be utilized. No additional resources, classrooms or office space is required.

b. Describe present utilization of these facilities where facilities are assigned to the department.

Faculty will have access to current offices/resources to teach these online courses.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

No additional facilities are required.

7. ADMINISTRATION

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The Certificate will be administered by the College Academic Council and the Dean as a College of Business initiative. It will provide courses in Accounting, Management, Marketing, Economics and Business Law.
b. Indicate if the proposed program will affect the present administrative structure of the institution.

No changes to the present administrative structure are needed.

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

The College of Business faculty collaboration is a strength at Nicholls State University College of Business. The various departments work together to assure integration of the various disciplines. This is done through our commitment to our Strategic Plan, Assurance of Learning and Undergraduate Courses and Curriculum committee work. We address the needs of our students and college as a unified group verses a set of independent departments. This culture lends itself well to a Certificate that is multidisciplinary and generalized.

8. ACCREDITATION

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

No. The program is not eligible for accreditation. However, the courses will be delivered by an AACSB internationally accredited institution in Business Administration and Accounting.

b. Delineate the initial costs of accreditation and subsequent annual cost.

Not applicable.

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

Not applicable.

9. RELATED FIELDS

a. Indicate subject matter fields at the institution which are related to or will support, the proposed program.

The subject matter fields for the Certificate will include Accounting, Management, Marketing, Economics and Business Law. As such, the Department of Management, Marketing, and Business Administration and the Department of Accounting, Finance and Information Systems both within the College of Business will participate.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Not applicable.

10. COSTS

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if
any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

No additional costs are required for the new Certificate as it utilizes existing faculty resources and courses. Since the courses are being offered for other purposes, additional students entering the Certificate program will be a new source of revenue. We anticipate the target student will be a non-traditional student that would not otherwise seek a degree with our institution.

b. Indicate department costs:
   i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.
   ii. How will the proposed program affect the allocation of these funds?

<table>
<thead>
<tr>
<th>Department</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management, Marketing and Business Administration</td>
<td>1,494,588</td>
<td>1,490,580</td>
</tr>
<tr>
<td>Accounting, Finance and Information Systems</td>
<td>1,793,054</td>
<td>1,945,545</td>
</tr>
</tbody>
</table>

- Includes salaries, other compensation and benefits, travel, operating services, supplies.
- The Certificate program will not affect the allocation of these funds.

c. Indicate if additional funds for research will be needed to support the proposed program.

None will be needed.

d. Provide estimates of additional cost on the attached form.

No additional costs are required.
Item E.3. Nicholls State University’s request for approval of Academic Structural Changes, including the following: (1) the petroleum services and safety technology programs now housed in the Department of Applied Sciences in the College of Arts and Sciences would be converted to full department status; and (2) for administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management and would be housed in the University College.

EXECUTIVE SUMMARY

Nicholls State University requests approval of Academic Structural Changes to reorganize the administrative structure in the College of Science. The proposed reorganization will convert the petroleum services and safety technology programs to full department status. As well, for administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management, which would be housed in University College. Housing the newly created department in University College will allow existing units within the college to coordinate and enhance the transitional needs of non-traditional, transfer, and military veteran students who are attracted to the petroleum programs.

The proposed department will continue to grant both petroleum services and safety technology degrees, but its new, separate identity will provide the University with the opportunity to highlight the uniqueness of the degree programs and to focus the University’s efforts to expand its emphasis on connecting academic degrees to the workforce and industry needs of the region. As well, the proposed restructuring would highlight the benchmarks, standards, and learning outcomes of the Association of Technology, Management, and Applied Engineering. The only known programs of their kind, the petroleum services concentrations at Nicholls State University are designed to meet oil industry needs in operational management and safety technology.

The petroleum technology and safety technology programs have grown rapidly to a current enrollment of 278 students from 92 students in 2008. Louisiana workforce projections for the years 2010 to 2020 indicate that there will be at least a 25% increase in demand for workers in the manufacturing, construction, professional, scientific and technical services industries. Graduates have the potential of being elevated to management positions in safety, drilling operations, and production operations, or they are employed in the service and supply component of the petroleum industry.
Nicholls' administrators have determined that the creation of the Department of Petroleum Engineering Technology and Safety Management and the move of the petroleum services and safety technology programs to University College would best meet the needs of the programs, its students, and the University. This reorganization would not have a financial impact on the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request for approval of Academic Structural Changes, including the following: (1) the petroleum services and safety technology programs now housed in the Department of Applied Sciences in the College of Arts and Sciences would be converted to full department status; and (2) for administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management and would be housed in the University College.
June 4, 2013

Dr. Sandra Woodley
System President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the enclosed items to be placed on the agenda for the June 24-25, 2013, meeting of the Board of Supervisors for the University of Louisiana System:

Request for Academic Structural Changes to include:

1. The petroleum services and safety technology programs, now housed in the Department of Applied Sciences in the College of Arts and Sciences, would be converted to full department status.

2. For administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management and would be housed in the academic college known as University College.

Thank you for your assistance in this matter.

Sincerely,

Stephen T. Hulbert
President

STH/ad

Attachment

cc: Mr. Larry Howell, Executive Vice President
    Dr. Laynie Barrilleaux, Vice President for Academic Affairs
    Dr. David Boudreaux, Vice President for Institutional Advancement
    Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services
    Mr. Mike Naquin, Associate Vice President for Finance and CFO
    Mr. Mike Davis, Assistant Vice President for Facilities
    Mrs. Stacy LeJeune, Internal Auditor
    Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
June 3, 2013

Dr. Stephen Hulbert
President
Nicholls State University

Dear Dr. Hulbert:

Request for Academic Structural Changes
Nicholls State University seeks approval from the staff of the University of Louisiana System Office for an important and timely academic restructuring initiative. This initiative comprises the following changes in management structure:

1. The petroleum services and safety technology programs, now housed in the Department of Applied Sciences in the College of Arts and Sciences, would be converted to full department status.
2. For administrative and organizational purposes, this new department would be named the Department of Petroleum Engineering Technology and Safety Management and would be housed in the academic college known as University College.

Degrees and Uninterrupted Access to Job Market Needs
This new department will continue to grant both the petroleum services and safety technology degrees, but its new, separate identity will provide the University with the opportunity to more distinctly highlight the uniqueness of the degree programs and to focus the university’s efforts to expand its emphasis on connecting academic degrees to the workforce and industry needs of the region.

The only known programs of their kind, the petroleum services concentrations at Nicholls State University are specifically designed to meet oil industry needs in operational management and safety technology. For example, classes offer greater student access by paralleling the various work patterns of oilfield shift workers: 7-days-on, 7-days-off and 14-days-on, 14-days-off. Graduates have the potential of being elevated to management positions in safety, drilling operations and production operations, or they are employed in the service and supply component of the petroleum industry.

It is also our intention to pursue “institute” status for the department after settling in to this new structure, using the model of our current Chef John Folse Culinary Institute.

Justification for Moving the Department to University College
Currently, University College is the home of several dynamic service units and two fast-growing academic units. The service units include the Academic Advising Center, the Tutorial and Academic Enhancement Center, the Academic Testing Center, and the Transfer Student Resource Center. The coordinated efforts of these units will enhance the special advising and transitional needs of the large non-traditional, transfer, and military veteran students who are attracted to the petroleum programs.

One of University College’s academic units, the Department of Interdisciplinary Studies, offers the Bachelor of Interdisciplinary Studies (B.I.S.) degree. The curriculum of this multidisciplinary degree includes courses taught in every major discipline on campus. For this reason, the B.I.S. degree is
sometimes called the “university’s degree.” Because University College is also the home of all freshman students in all academic majors, it is sometimes called the “university’s college.”

This unique designation — “the university’s college” — makes University College an ideal administrative unit for programs such as the Chef John Folse Culinary Institute. Institutes are formed at a level beyond regular department status and appropriately exist at a university-level.

Considering its track record with the culinary arts program, University College is a perfect home for any program that merits the institute designation. The administration of University College has considerable experience in changing the managerial design of a department or college into the more business-oriented design of the institute. Once moved to University College in September 2008, the administrative structure of the Chef John Folse Culinary Institute was redesigned to accommodate bi-cameral supervision lines overseen by an executive director and a department head. This bi-cameral structure is in keeping with the dual nature of the two purposes of an institute: the academic purpose and the program/development purpose.

Rapid Growth of the Petroleum Services and Safety Technology Programs
The petroleum technology and safety programs at Nicholls State University have developed in patterns very similar to the culinary arts program of the Chef John Folse Culinary Institute.

Enrollment in the petroleum services and safety technology programs has increased from 92 students in the spring of 2008 to 278 students for the spring 2013 semester. Louisiana workforce projections for the years 2010 to 2020 indicate that there will be at least a 25% increase in demand for workers in the manufacturing, construction, professional, scientific and technical services industries.

Like the Chef John Folse Culinary Institute, graduates of the petroleum services and safety technology programs gain the necessary education and the requisite skills needed to meet the job demands in these areas. Also, like the culinary arts program of the Chef John Folse Culinary Institute, the petroleum services and safety technology programs often have the connotation of being more technically-oriented rather than the pure science programs in the liberal arts.

The Name of the New Department Highlights Accreditation Standards
The petroleum services and safety technology programs are accredited by The Association of Technology, Management, and Applied Engineering (ATMAE). The requested name of the new department — The Department of Petroleum Engineering Technology and Safety Management — highlights the benchmarks, standards, and learning outcomes of ATMAE.

Additionally, the new department label reflects the focus of the name used at the program’s inception in the early 1980’s. Originally, the program was called Petroleum Services and Engineering Technology (PSET), a name that also more closely aligned with the intention of the educational and practical goals of the degree tracks offered.

Future Initiatives Incorporating the Institute Design
If this proposal is approved, the dean of University College will be charged with
• redesigning the academic structure of the Department of Petroleum Engineering Technology and Safety Management into the successful bi-cameral structure of the Chef John Folse Culinary Institute

• transforming the academic curricula of the petroleum and safety studies programs to insure that they are responsive to the stakeholders in the petro-chemical job market as well as the safety industry, and

• developing stronger relationships with Fletcher Community and Technical College and with the petro-chemical presence within the corridor surrounding the university. Such partnerships will ensure that the various curricular options not only serve the needs of students, but also avoid duplication of services, courses, and the use of facilities.

Conclusions
For the many reasons stated above, the Nicholls State University administration has determined that the creation of the Department of Petroleum Engineering Technology and Safety Management and the move of the petroleum services and safety technology programs to University College would best meet the needs of the programs, its students, the university, and beyond.

Further, the close proximity of services offered by the University College academic services units and the experience provided by the dean and staff of University College creates the greatest possible opportunity for student access and success.

Finally, the new name of the program aligns with the learning outcomes and standards of ATMAE. The name also allows the university to enhance on-going developments in the area of safety and project management while exploring the monetary and industry partnerships that are possible with the institute designation.

Please consider approving this restructuring initiative.

Thank you for your attention to this matter.

Sincerely yours,

Laynie Barrilleaux, Ph. D.
Vice President for Academic Affairs
Nicholls State University
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 25, 2013

Item E.4. Southeastern Louisiana University’s request for approval of a Letter of Intent to establish a Bachelor of Science degree program in Health Management Systems.

EXECUTIVE SUMMARY

Southeastern Louisiana University wishes to establish a Bachelor of Science degree program in Health Management Systems. The proposed program will be an integration of healthcare, business management, and information systems. Upon completion of the program, graduates will understand current and future healthcare industry trends and issues; will be able to develop, communicate, and manage resources and solutions to healthcare industry challenges; and improve overall healthcare system quality and outcomes.

The proposed 120-hour curriculum will be offered in a traditional classroom setting. The BS in Health Management Systems would be designed to accept most prerequisite courses acquired in the first two years of students’ academic study plan. The additional course work required could be achieved within the last two years of a 4-year plan.

Currently, there are no public universities in Louisiana offering a Bachelor of Science degree program in Health Management Systems. Although a similar degree program is offered at the University of Louisiana at Lafayette, it focuses less on the use of data to manage systems than the proposed program. The BS in Health Management Systems will be designed to improve the quality and safety of healthcare, improving access, and evaluating the effectiveness of healthcare systems and costs. As well, the B.S. in Health Management Systems will be an interdisciplinary program that blends healthcare delivery systems, health information systems, and business management. Graduates will be prepared to serve in executive-level positions in the healthcare industry.

The Bureau of Labor Statistics has projected a 16% increase in medical and health services managers between 2008 and 2018, a higher rate of job growth than the national average. As the Patient Protection and Affordable Care Act is implemented in the state, the healthcare industry will continue to expand and diversify, requiring managers to help ensure efficient operations. The proposed program will help meet these diverse needs of businesses and healthcare institutions. Courses and internships will be directed toward workforce requirements in the southeast region of Louisiana. The creation of the proposed program would satisfy workforce needs according to national and statewide projections for medical and health service managers.
Executive Summary
June 25, 2013
Page 2

The University projects that 30 students will be admitted each semester during the first five years. Students will be recruited from those interested in healthcare or related areas. As well, Southeastern will establish articulation agreements with community and technical colleges to attract students enrolled in Associate Degree or Certificate programs. The proposed program will be housed in the College of Nursing and Health Sciences. Present library holdings, facilities and resources are adequate to support the proposed program. Two full-time tenure-track level faculty will be needed. The average additional costs to the University for the first five years are $138,300 and can be absorbed through tuition.

If approved, the proposed program will be implemented Fall 2014. The program will meet the diverse needs of businesses and healthcare institutions. Local and state entities will benefit as courses and internships will be directed toward workforce requirements in the southeast region of Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for a Letter of Intent to establish a Bachelor of Science degree program in Health Management Systems.
June 5, 2013

Dr. Sandra Woodley  
President, University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, Louisiana  70802

Re: Letter of Intent – B.S. in Health Management Systems

Dear Dr. Woodley:

Southeastern Louisiana University is requesting to place on the Board Agenda for its June 2013 meeting, the approval of its Letter of Intent to Develop a New Academic Program, a Bachelor of Science in Health Management Systems.

Your consideration is appreciated.

Sincerely,

[Signature]

John L. Crain  
President

Attachment
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date: 06/05/11</th>
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</thead>
<tbody>
<tr>
<td>Campus:</td>
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</tr>
<tr>
<td>Southeastern Louisiana University (SLU)</td>
<td></td>
</tr>
<tr>
<td>Program:</td>
<td></td>
</tr>
<tr>
<td>Title, CIP, Degree/Certificate Awarded</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science, Health Management Systems (HMS); CIP: 51.2211</td>
<td></td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Tammy Bourg
Provost and Vice President, Academic Affairs

tbourg@selu.edu
Phone: (985) 549-2316
Fax: (985) 549-2304

1. Program Objectives and Content
Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The proposed program in Health Management Systems (HMS) is an integration of healthcare, business management, and information systems. Health management systems professionals possess a unique blend of knowledge, skills and competencies related to the complex and ever evolving healthcare industry, including: healthcare systems organization, work flow and delivery processes, policy and finance, data management and analysis, human resource management, case management, and quality healthcare outcomes and improvement processes.

The purpose of the HMS program is to prepare graduates who understand current and future healthcare industry trends and issues; are able to develop, communicate and manage resources and solutions to healthcare industry challenges; and improve overall healthcare system quality and outcomes. Graduates of the program will be prepared to pursue employment in a variety of settings including: hospitals, healthcare clinics, consulting companies, insurance companies, and managed care organizations.

The Bachelor of Science in Health Management Systems would be housed in the College of Nursing and Health Sciences. It is an interdisciplinary degree program that blends three distinct areas: healthcare delivery systems, health information systems, and business management. The BS degree program would consist of a 120-hour curriculum that builds on a foundation of general education courses in English, Mathematics, Natural Sciences, Social/Behavioral Sciences, Computer Science, Humanities and Fine Arts. Content courses will include healthcare policy, health information systems, healthcare ethics and healthcare management; case management; project planning; and quality performance improvement.
2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level, etc.

The Bureau of Labor Statistics has projected a 16% increase in medical and health services managers between 2008 and 2018, a higher rate of job growth than the national average. As the Patient Protection and Affordable Care Act (PPACA) is implemented in the state, the health care industry will continue to expand and diversify, requiring managers to help ensure efficient operations. The Bureau also reported in May 2010 that the median annual salary for Medical and Health Services Managers was $84,270 (i.e., $40.52 per hr.). The number of jobs reported by the Bureau in 2010 was 303,000 and with a 22% "faster than average" job outlook for 2010-20. An estimated employment change of 68,000 was estimated for 2010-2020.

The Workforce Investment Board Partnership for Louisiana estimates that for the southeastern Louisiana vicinity the need for graduates from this type of program will increase 15% by 2020. The average pay for these graduates in this region is around $40.00/hour.

The Bachelor of Science in Health Management Systems is a degree that meets the diverse needs of businesses and healthcare institutions. Courses and internships will be directed toward workforce requirements in the southeast region of Louisiana.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state’s adult population or foster innovation through research.
Southeastern Louisiana University, with a SREB Four-Year 3 classification, is primarily a teaching institution whose main mission is the successful education of undergraduate students and services to the employers and communities in the region. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems. Southeastern has 5 academic colleges with 19 academic departments offering 66 degree programs (i.e., baccalaureate, masters, and practice-doctoral programs).

Currently, there are no other public universities in Louisiana offering a Bachelor of Science program in Health Management Systems (CIP 51.2211). The proposed degree program is modeled from the HMS degree program at Duquesne University. The only other programs in Louisiana offering similar course content is the BS in Health Services Administration offered at the University of Louisiana-Lafayette (CIP 51.0701) and the BS in Health Studies, Healthcare Management/Marketing Option (CIP 51.9999). Both programs consist of a broad-based curriculum focusing on the management of health services whereas the Southeastern program would focus more on the use of data to manage systems for improving patient outcomes. Specifically, the mission of the proposed program is to improve the quality and safety of health care, improving access, and evaluating the effectiveness of healthcare systems and costs. In fact, the proposed program at Southeastern would be unique in two ways. First, the degree is offered to meet workforce needs of the southeast region of the state. Graduates will gain educational experiences in managing electronic health records, patient safety databases, health informatics, and human and physical assets. Second, students will choose one of three concentrations targeting critical areas of growth in the health care industry: Healthcare Management; Healthcare Quality Improvement; and Medical Case Management. Those graduating in the Healthcare Management concentration will function in healthcare settings as effective managers and supervisors. The Healthcare Quality Improvement concentration will prepare managers to use information technology, statistical analysis, process improvement cycles and other management tools to bring about rapid improvements in patient care delivery systems. The Medical Case management concentration will prepare managers to engage in a collaborative process of assessment, planning, care coordination and evaluation to meet health needs across the life span.

This proposed professional degree program supports the mission of Southeastern Louisiana University by preparing a well-qualified workforce for regional employers, particularly health-related organizations and businesses. Degrees in allied health support both the Board of Regents Master Plan for Public Post-Secondary Education in Louisiana and Southeastern’s mission.

To meet projected national and statewide needs for medical and health service managers, an interdisciplinary program should have a great deal of appeal to a wide range of beginning students and individuals returning for a second degree or career advancement. Many students entering Southeastern choose one major, i.e. nursing - only to discover after two years of prerequisites that they would be better suited for another career path. The proposed BS in Health Management Systems would provide a viable option for those students. The program design would accept most prerequisite courses acquired in the first two years of students’ academic study plan. The additional course work required to complete the BS in Health Care Management could be achieved within the last two years of a 4-year plan. Programs are needed to reduce attrition for those students who become disillusioned with their first choice of a major. Graduates of the BS in Health Management Systems program will have a better understanding of the complex healthcare environment and improved networking opportunities through planned internships within the program. To further meet the needs of the workforce and students, the program would seek to offer online courses when appropriate, allowing the student additional flexibility to work while attending school. New and innovative programs such as this provide baccalaureate-level graduates with skills that will allow them to progress from entry-level positions to management positions.
4. Students
Summarize student interest/demand for the proposed program.

If approved, the proposed program is planned to begin in Fall 2014. It is anticipated that the program will have a minimum of 30 students admitted each semester during the first 5 years. Students will be recruited from those interested in health care or who are majoring in related areas but who have found their current major to be unsuitable (i.e., nursing, health studies, health education and promotion, business, computer science, and industrial technology). Southeastern will establish articulation agreements with community and technical colleges to attract students enrolled in Associate Degree or Certificate programs with similar, yet distinct, content areas; Medical Coding, Health Information Technology, and Computer Network Specialist. These students would continue their studies at Southeastern and graduate with a Bachelor of Science degree, gaining essential workforce skills.

5. Cost
Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

Two full-time tenure-track level faculty are required for the BS program in Health Management Systems. Additional costs are estimated in the table below.

Estimated **Additional** Costs for 5 Years:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$60,000*</td>
<td>$60,000*</td>
<td>$120,000**</td>
<td>$120,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>Support Personnel</td>
<td>$27,000</td>
<td>$28,800</td>
<td>$29,880</td>
<td>$31,075</td>
<td>$32,318</td>
</tr>
<tr>
<td>Library</td>
<td>$7500</td>
<td>$5000</td>
<td>$2500</td>
<td>$2500</td>
<td>$2500</td>
</tr>
<tr>
<td>Supplies</td>
<td>$5000</td>
<td>$5000</td>
<td>$5000</td>
<td>$5000</td>
<td>$5000</td>
</tr>
<tr>
<td>Travel</td>
<td>$3500</td>
<td>$3500</td>
<td>$3500</td>
<td>$3500</td>
<td>$3500</td>
</tr>
<tr>
<td>Total</td>
<td>$103,000</td>
<td>$102,300</td>
<td>$160,880</td>
<td>$162,075</td>
<td>$163,318</td>
</tr>
</tbody>
</table>

*Equivalent of one FTE
** Equivalent of 2 FTE

CERTIFICATION:

Chief Academic Officer

[Signature]

Date

Chancellor/President

[Signature]

Date

Management Board

[Signature]

[Date]
Item E.5. University of Louisiana at Lafayette’s request for approval of a Proposal for a Master of Science degree program in Accounting.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette proposes the creation of a Master of Science (MS) degree program in Accounting. The objective of the program is to provide students with additional in-depth exposure to accounting and business topics critical for success in the workforce and also to provide students a structured, value-added path to achieve the necessary credit hours to sit for the Certified Public Accountant (CPA) exam in the State of Louisiana.

Louisiana currently requires that individuals earn 150 semester hours of postsecondary credit in order to qualify to sit for the CPA exam. The 120-hour undergraduate accounting programs in the state do not provide students with sufficient hours, indicating a clear need for the program. Although a number of UL Lafayette graduates currently pursue the MBA degree or a double major in business in order to achieve these hours, many more simply acculate additional credit with no clear objective. Also, by providing a structured option to become eligible to sit for the CPA exam, the proposed program has the potential to attract additional students to the undergraduate accounting program which will potentially increase enrollment in the Department, College, and University.

Although there are three public universities in Louisiana (Louisiana State University, Louisiana Tech University, and University of New Orleans) that offer graduate programs in accounting, there is a growing need for even more accounting graduates. According to the Bureau of Labor Statistics’ Occupational Outlook Handbook, the demand for accountants is projected to increase 22% between 2008 and 2018. Economic growth, changing laws and regulations, and increased globalization of business are expected to create demand for nearly 280,000 accountants over this period. Within Louisiana, employment growth for accountants and auditors is expected to increase by 12%. Further, the American Institute of Certified Public Accountants (AICPA) 2011 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits reports an increase in hires with graduate degrees while students with only an undergraduate degree face a stagnant or declining job market. The data confirms industry expectations that the master’s degree will be the requisite entry-level credential for accountants in the near future. Thus, entrance into, and advancement in, these and other related fields will be greatly facilitated by the proposed graduate program.
The proposed program consists of 30 hours and will be structured so that a full-time student can complete his studies in one calendar year. The 30-hour degree program will consist of 15 hours in required accounting courses, 9 hours of accounting electives, and 6 hours in elective business courses.

The Master of Science degree program in Accounting will draw graduates from the University’s undergraduate programs as well as working professionals. The Department of Accounting at the University annually produces approximately 80 accounting graduates. A recent survey of current accounting majors indicated that nearly 90 percent of graduates would strongly consider enrolling in a Master of Science program in Accounting. Enrollment is estimated to commence with 10 students in the program’s inaugural year and grow to 30 students per year by the end of year five. Completers are estimated at ten in year two and seventeen by the end of year five.

Existing library holdings and facilities will be sufficient to support the proposed program. Current faculty and recent hires will be sufficient to staff the program for the first two years, after which one additional full-time faculty line will be required. This, in addition to minimal associated costs for library, travel and equipment, will be offset with expected program revenues.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for a Proposal for a Master of Science degree program in Accounting.
June 5, 2013

Dr. Sandra Woodley
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

This is to request approval to offer a new program, the Master of Science Degree in Accounting.

Please place this item on the agenda for consideration at the June, 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

Attachments
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal

University of Louisiana at Lafayette

Specific Degree to be Awarded Upon Completion

Master of Science Accounting

Recommended 2010 CIP Taxonomy

520301

Date to be Initiated

Fall 2014

Name of Department or Academic Subdivision Responsible for the Program

Accounting

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program

Dr. Dan Ward, Professor, Department Head

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

________________________________________

________________________________________

________________________________________
Proposal for a Master of Science Degree in Accounting: University of Louisiana at Lafayette

1. Description

a. Title, degree/certificate level, description, and objectives of the proposed program.

The University of Louisiana at Lafayette (UL Lafayette) proposes the creation of a Master of Science in Accounting degree (CIP Code 520301). The objective of the program is to provide students with additional in-depth exposure to the accounting and business topics critical for success in the workforce and also to provide students with a structured, value-added path toward achieving the necessary credit hours to sit for the Certified Public Accountant (CPA) exam in the State of Louisiana. Louisiana currently requires that individuals earn 150 semester hours of post-secondary credit in order to qualify to sit for the CPA exam. The 120-hour undergraduate accounting programs in the state do not provide students with sufficient hours, indicating a clear need for the program. Currently, while a number of our graduates do pursue the MBA or a double major here at UL Lafayette, many more simply accumulate additional hours with no clear plan, intentional outcome, or coherency.

Also, by providing a structured option to achieve eligibility to sit for the CPA exam, the proposed program has the potential to attract additional students to the undergraduate program, thereby increasing enrollments in the Department, College, and University. Hence, the proposed program has the potential to expand our alumni ranks in both the regional business and professional communities.

Finally, although certainly not the central purpose of the program, masters-prepared accounting graduates are SACS-qualified as university adjuncts/instructors, thus increasing their marketability beyond that of practicing accountants and business professionals. Accordingly, this benefit to the University and to local community colleges, such as SLCC, is an expanded the pool of qualified masters-prepared accounting graduates.

b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Indicate any special requirements (internships, comprehensive examination, thesis, dissertation, etc.)

The proposed program consists of 30 hours and is designed to be completed in one calendar year by a full-time student. Historically the majority of our MBA students have been part-time, and we anticipate that this trend will remain the same for our master’s students. Accordingly, the program is designed to maximize student flexibility of scheduling single typical or lockstep sequence of courses to be taken. Most courses will be designed to be offered without graduate level prerequisites.

The courses will be designed and coordinated to ensure that each student receives exposure to the skill sets needed for success in the profession and in the business community. These skills include written and oral communication as well research and technology. It is anticipated that the “Theory of Accounting”
course (ACCT 531) will be a form of capstone course, generally taken in the student’s final semester in the master’s program, and will include an appropriate level of research and communication projects.

Additional soft skills such as leadership, business and dining etiquette, and interviewing are offered throughout the academic year by Beta Alpha Psi, the College, and UL Lafayette Career Services. Students in the master’s program will be encouraged to attend these events. The curriculum for the proposed program is as follows:

**Required Accounting Courses (15 hours):**

ACCT 516   Professional Ethics for Accountants*
ACCT 525   Selected Topics in Advanced Income Tax*
ACCT 531   Theory of Accounting
ACCT 533   Theory and Practice of International Accounting
ACCT 546   Auditing Theory and Standards

**Elective Accounting Courses (9 hours):**

To be selected from elective list including:

ACCT 523   Federal Income Taxation of Corporations and Partnerships
ACCT 524   Federal Income Taxation of Estates and Trusts
ACCT 532   Contemporary Accounting Thought
ACCT 540   Internal Auditing and Management Control
ACCT 542   Fraud Examination*
ACCT 550   Tax Research and Analysis*
ACCT 551   Financial Accounting Research and Analysis*

*indicates new course

**Elective Business Courses (6 hours):**

To be selected from existing 500 level business law, economics, finance, information systems, management or marketing courses.

c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Initially, the proposed program will be offered in a traditional format. Once established, alternative delivery systems will be explored as appropriate. The Department is currently considering the future utilization of hybrid courses, and additional accounting faculty are undergoing prescribed training to become ULearn Certified Online Instructors and ULearn Certified Course Designers.

Although the proposed program is intended as a standalone program, opportunities for cooperation will be explored and pursued whenever possible. Possibilities for cooperative programs include distance learning initiatives and joint course offerings with other programs.
d. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.

The Letter of Intent for the MS Accounting was approved by the University of Louisiana System on February 14, 2012, and by the Board of Regents on April 25, 2012.

2. Need

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

The University of Louisiana at Lafayette has as one of its core values the promotion of “access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.” Among the strategic imperatives identified as critical to furthering its mission, the University includes enhancing student engagement and success, preparing our students to thrive as global citizens, and fostering economic and community development.

The current vision statement of the B.I. Moody College of Business Administration (MCOBA) strives, in part, “to provide quality .... master’s business education and to create an environment that develops...professionals who have the knowledge and skills to serve our culturally-rich region.” The Department of Accounting vision focuses on “preparation of students for meaningful professional careers in accountancy and business.” Strategic imperatives of the MCOBA include “sustaining a learning environment that enables students to achieve educational goals” and “fostering and improving relationships with external stakeholders;” both of which are integrated into the Department of Accounting’s strategic imperatives. The MCOBA’s current mission focuses on ”enabling students to succeed in a broad range of ...activities”. The Department’s Mission stresses our partnership with the University and the College in providing students with the concepts, knowledge and skills to “pursue a wide range of career opportunities and professional certifications.”

The 2008-2013 MCOBA Strategic Plan has as one of its action plans to “design curricular and other opportunities for students pursuing certifications such as the CPA.” Furthermore one of the MCOBA’s objectives from the Plan is to “enhance the visibility and reputation of the College in the Acadiana region.” The Department’s Strategic Plan incorporates a similar action plan – “establish Masters of Accounting program to provide students a structured path to meeting the 150 hour requirement.” The proposed Masters of Accounting program clearly will help to achieve not only the University’s Mission and Strategic Imperatives, but also those of the MCOBA and the Department of Accounting. As described in this proposal, providing accounting students with a structured, value-added graduate option to meet the requirements to sit for the CPA exam will greatly enhance student opportunities for success and advancement.

External stakeholders, particularly those in public accounting, have frequently expressed the need to increase the supply of accounting graduates with expanded skill sets and with an increased readiness to sit for the CPA Exam by having already completed 150 hours of coursework. This proposed Masters program will help satisfy these demands and will greatly strengthen the relationships between the professional community and the Department, the College, and the University.

Further, the University has a commitment to graduate education. The University’s ability to offer this degree program will directly contribute to the accomplishment of several of the Institution’s strategic
objectives articulated in its 2009-2014 Strategic Plan related to increasing the number of graduates in high-demand professions and to growing select graduate programs that will be unique and result in significant in-state employment opportunities. The continued success of industries such as energy and manufacturing, and the growth of new initiatives such as digital media, will depend to a large extent on the availability of a pool of accounting professionals with the expertise to support such enterprises. The proposed program helps meet these needs and provides the potential for offering students exposure to the accounting issues specific to these and other industry sectors.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No similar program has been previously offered at the University of Louisiana at Lafayette.

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

Similar programs in Louisiana are listed below:

**LOUISIANA:**

<table>
<thead>
<tr>
<th>CIP</th>
<th>Institution</th>
<th>Degree</th>
<th>Subject</th>
<th>Average Annual Number of Graduates (last 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>520301</td>
<td>LSU Baton Rouge</td>
<td>M.S.</td>
<td>Accounting</td>
<td>57</td>
</tr>
<tr>
<td>520301</td>
<td>Louisiana Tech</td>
<td>MPA</td>
<td>Professional Accountancy</td>
<td>13</td>
</tr>
<tr>
<td>520301</td>
<td>University of New Orleans</td>
<td>M.S.</td>
<td>Accounting</td>
<td>18</td>
</tr>
<tr>
<td>521601</td>
<td>University of New Orleans</td>
<td>M.S.</td>
<td>Taxation</td>
<td>12</td>
</tr>
<tr>
<td>520301</td>
<td>Tulane University</td>
<td>MACCT</td>
<td>Accounting</td>
<td>46</td>
</tr>
</tbody>
</table>

**Programs Available in Contiguous States**

Mississippi: Delta State University, University of Mississippi, Jackson State University, University of Southern Mississippi

Arkansas: Arkansas State University, University of Arkansas-Fayetteville, University of Central Arkansas

Texas: Angelo State University, Prairie View A & M, Sam Houston State, Stephen F. Austin, Texas A & M-multiple campuses, University of Texas-multiple campuses, University of Houston, University of North Texas, West Texas A & M

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.
In Spring 2011, the Department of Accounting achieved separate accreditation from the Association to Advance Collegiate Schools of Business (AACSB International), one of fewer than 180 programs around the world to do so. The bachelors program graduates approximately 70-80 accounting majors each year. Currently, however, UL Lafayette accounting undergraduates seeking to gain the needed hours to sit for the CPA exam by pursuing a graduate degree in Accounting find that the nearest program to the east is in Baton Rouge, the nearest program to the north is in Ruston, and the nearest program to the west is in Houston. The majority of our students, both undergraduate and graduate, are employed locally and relocating from the Lafayette area or commuting to attend these programs is simply not a logistically-feasible option. Regardless, even if the student pool was more mobile, existing public programs in the state do not complete enough graduate-level accountants to meet state demand, as evidenced by the analysis below in “e.i.”.

The Board of Regents (BOR) inventory for 2009-2010, 2010-11, and 2011-2012 reported that public in-state institutions graduated the following numbers of students in Master of Accounting programs:

<table>
<thead>
<tr>
<th>University</th>
<th>Master’s Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td>LSU-Baton Rouge</td>
<td>49</td>
</tr>
<tr>
<td>LouisianaTech University</td>
<td>12</td>
</tr>
<tr>
<td>University of New Orleans*</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>75</td>
</tr>
</tbody>
</table>

* includes both MS Accounting and MS Taxation graduates; the BOR inventory does not distinguish between the two

As noted above, the growth in master’s degree program graduates reflects an increasing student demand which is indicative of an increase in demand in the marketplace. Manpower needs are fully explained in e(i) below.

c. If a graduate program is requested, indicate:

i. State regional and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

There is a clear need and a demand for accounting graduates. Nationally, the Bureau of Labor Statistics’ Occupational Outlook Handbook projects the demand for accountants to increase 22% between 2008 and 2018. Forbes.com recently listed accountants and auditors at No. 2 on its list of Top Jobs for 2013, just behind software developers. Additionally, the Class of 2012 Student Survey Report, released last year by the National Association of Colleges & Employers, found that 68 percent of the most recent accounting majors received job offers, the highest percentage of any major.

Economic growth, changing laws and regulations, and increased globalization of business are expected to create additional demand for accountants. According to Scott Moore, senior manager of the College and University Initiatives at the American Institute of CPAs, “the ever-expanding list of regulations that companies face...took a big leap forward in 2002 with the passage of the Sarbanes-Oxley Act. The Dodd-Frank Financial Reform Act of 2010, which is still being phased in through dozens of yet-to-be-written regulations, has only made CPAs all the more valuable.” In fact, according to the Bureau of Labor Statistics, over the ten-year period 2010-2020, accounting employment is forecasted to increase from 1.22 million to 1.41 million jobs.
According to the 2012-13 Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics (BLS), the median national annual salary for accountants $61,690 with the top 10 percent of those in the profession earning more than $106,880 (actual salaries may vary greatly based on specialization within the field, location, years of experience and a variety of other factors). Job growth estimates in related fields are also positive: treasurers and controllers have a projected 2008-2018 growth rate of 7% to 13%; budget analysts are projected to experience a 14% to 19% growth rate, as are credit analysts. Entrance into, and advancement in, these and other related fields will be greatly facilitated by the additional accounting and business expertise gained from the program.

Data from the American Institute of Certified Public Accountants (AICPA) indicate that nearly 75% of all master’s students begin careers in public accounting and that the most significant growth in accounting enrollment was at the masters in accounting level with more than a 30% increase since 2009. The lack of a masters in accounting program limits the opportunities for our students and does not allow a structured path to attaining the 150 hours required to sit for the CPA exam. Compounding the problem is the fact that many job openings in accounting, including those for initial hires, require the applicant to have a CPA or be eligible to sit for the CPA exam.

Further evidence of the importance of a graduate accounting degree is provided by the AICPA’s 2011 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits. The chart below summarizes the hiring of new accounting graduates by CPA firms over the last 30 years. Note that the most recent data indicates increasing hires of those with graduate degrees while students with only an undergraduate degree face a stagnant or declining job market.

New Accounting Graduates Hired by CPA Firms — 1971-2010
As the next chart indicates, accountants with only undergraduate credentials are a steadily diminishing component of the labor force. Within the next few years, more new hires by CPA firms will possess graduate degrees than undergraduate degrees in accounting.

![Chart showing percentage of accounting graduates hired by CPA firms from 2001 to 2010]

This data appears to confirm the profession’s expectations that the master’s degree will be the requisite entry-level credential for accountants in the near future. When the profession makes the full transition to this higher level entry requirement, many anticipate that current state public programs will need to quadruple their capacity to graduate master’s accounting students to meet employer labor demands.

Further, data from the National Association of State Boards of Accountancy indicates that candidates with master’s degrees are more likely to pass the CPA exam than are those with bachelor’s degrees only (notably, national average pass rates on the CPA exam hover just below 50%). Thus, by providing a graduate degree option, the proposed program will hopefully increase the number of students passing the CPA exam and becoming Certified Public Accountants. By enhancing students’ ability to obtain this critical certification in a fast-growing field within the state, the proposed program will meet the needs of students as well as those of the professional and business communities and assist in the economic development of the region and state.

State Trends:
Within Louisiana, the Occupational Supply Demand System projects employment growth for accountants and auditors of 12.3% from 2008 to 2018. The 2009 median annual wage is $50,640, a 17.6% increase from 2005. Job growth estimates in related fields are also positive: budget analysts, financial analysts, and personal financial advisors are all expected to show strong growth in the future. Entrance into, and advancement in, these and other related fields will be greatly facilitated by the additional accounting and business expertise gained from the proposed program.

The Louisiana Workforce Commission recently updated its projections for all occupations through 2018. Their estimates for accountants and auditors indicate a 12% annual increase to 2018 and a 2010 state annual average wage of $55,095.

Regional and Local Trends:

The proposed program will be the only graduate program in accounting focused on serving students in Acadiana and the Southwest Louisiana area. The level of economic activity in the region is expected to sustain and enhance the current intense demand for the proposed program and its graduates. The Louisiana Workforce Commission reports there will be 210 annual job openings for accounting/accountants/auditors each year in the Lafayette/Acadiana (RLMA 4) region alone through 2018 with another 80 annual job openings projected for the Lake Charles (RLMA 5) region. The University’s initial goal is to produce students with masters-level credentials to meet 10-20% of that demand, increasing production as the region’s employers more consistently demand certified, masters-prepared accountants.

ii. Are there possibilities for cooperative programs?

Although the proposed program is intended as a standalone program, opportunities for cooperation will be explored and pursued whenever possible. Possibilities for cooperative programs include distance learning initiatives and joint course offerings with other programs within the UL System.

f. If this program is approved, will its approval result in the termination or phasing out of existing programs? That is, could this program be considered a replacement program?

Approval of the proposed program will not result in the termination or phasing out of any existing programs.

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

The proposed program is aligned with the “Master Plan for Public Postsecondary Education In Louisiana: 2011” OBJECTIVE 1-6| INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIAL. The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

The program is also aligned with OBJECTIVE 1-7| DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY. While there is much emphasis in other parts of the Plan on
converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that “building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training.”

The program’s relationship to the University’s mission was discussed in 2a. on page 4 of this document.

3. Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

The Department of Accounting at UL Lafayette produces approximately 70-80 accounting graduates each year. Those wishing to further their careers by pursuing the Certified Public Accountant designation must meet the State of Louisiana’s requirement of 150 hours of college credit to be eligible to sit for the CPA Exam. By offering a Master of Science in Accounting, the University will be able to provide students with a defined curriculum path to the required number of hours that will not only ensure adequate exposure to critical accounting and business topics, but will also result in a graduate degree.

Accounting students at the University of Louisiana at Lafayette, aware of the benefits of the proposed program, are extremely supportive. A recent survey of current accounting majors found that over 90% would “strongly consider” enrolling in a Master of Science program in accounting should it be offered at the University.

These factors combine to make the following enrollment and graduation numbers a reasonable forecast for the proposed program:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>10</td>
<td>22</td>
<td>25</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>Graduated</td>
<td>--</td>
<td>8</td>
<td>13</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

b. Indicate the source of students – from existing programs or students who might not otherwise be attracted to the institution.

While we recognize some baccalaureate completers will continue to pursue additional student credit hours at the undergraduate level and some will enroll in our MBA program, the above forecasts are also based on new student admits, such as those who would otherwise (1) pursue a master’s program in an out-of-state online institution, (2) simply not pursue the hours because they lack an option that is compatible with their chosen occupation, or (3) relocate unwillingly to another state, often to Texas, to earn a master’s degree in accounting. Furthermore, we anticipate that our admits would include those accountants who chose to work without the necessary hours and now wish to become eligible to sit for the CPA exam.

We will develop a faculty-to-student marketing program to maximize awareness of the program’s launch. In addition, the Department will establish a graduate presence on our Moodle page, Accounting Web site and Facebook page. A newsletter for alumni, undergraduate and graduate students is in the planning stages to ensure the widest possible program exposure.
c. What preparation will be necessary for students to enter the program?

The majority of students entering the program will possess an undergraduate degree in accounting. Applicants with a non-accounting degree will be accepted into the program upon completion of the following prerequisite accounting courses or their equivalents:

- Intermediate Accounting I (ACCT 301)
- Intermediate Accounting II (ACCT 302)
- Intermediate Accounting III (ACCT 303)
- Cost Accounting (ACCT 305)
- Auditing (ACCT 409)
- Individual Income Taxation (ACCT 420)

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years’ enrollments in existing programs by level, and number of degrees granted.

A closely related program is not offered at UL Lafayette.

e. If a graduate program is requested, indicate sources of financial support for students.

The Department of Accounting is currently allocated two graduate assistants by the B.I. Moody III College of Business Administration. With the consent of the College, those assistantships can be earmarked for full-time students in the proposed program.

The Department also has access to self-generated funds which are earmarked for faculty development and student scholarships. Some of these monies can be allocated to scholarships for students in the accounting graduate program.

The area professional community has been extremely supportive of the Department including providing large numbers of scholarships for undergraduate accounting majors. Given the strong support for the proposed program, it is expected that many graduate accounting students will also receive some level of support from the profession and other area employers. Such support could include graduate level scholarships, internship opportunities, and funding of related educational expenses such as textbooks. In addition, employers may provide tax-favored educational assistance to their employees.

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: his name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degrees</th>
<th>Present Credits ACCT</th>
<th>Contact Hours</th>
<th>SCHs Produced (Spring 2013)</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dan Ward</td>
<td>Professor</td>
<td>DBA Accounting</td>
<td></td>
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<td>Dept. Head;</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Louisiana Tech University</td>
<td>M.B.A.</td>
<td>Arkansas State University</td>
<td>B.S.B.A. Accounting</td>
<td>Southeast Missouri State University</td>
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<tr>
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<td>Professor</td>
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<tr>
<td>CPA (Texas)</td>
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<tr>
<td>Dr. Suzanne Ward</td>
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<tr>
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<tr>
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<tr>
<td>Dr. Kathy Hsu</td>
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<td>Appt: 08/1997</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Ph.D. Accounting</td>
<td>M.B.A. International Business</td>
<td>B.S.B.A. Accounting</td>
<td>Coordinator: Numerous Dept Committees</td>
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<tr>
<td>Dr. Faith Fugate</td>
<td>Assistant Professor</td>
<td>Texas Tech University</td>
<td>University of Alabama</td>
<td>University of Southern Mississippi</td>
<td>Dept. Committees</td>
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<td>Appt: 08/2012</td>
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<tr>
<td>Dr. Dana Hart</td>
<td>Assistant Professor</td>
<td>Ph.D. Accounting</td>
<td>M.A. Taxation</td>
<td>B.B.A. Accounting</td>
<td>Dept. Committees Completed Dissertation</td>
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<tr>
<td>CPA</td>
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<td>University of Mississippi</td>
<td>University of Mississippi</td>
<td>University of Louisiana at Monroe</td>
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<td>330</td>
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</tbody>
</table>

* Additional information about faculty members directly involved in the proposed program is provided in Appendix A beginning on page 22.

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

In the Fall 2012 semester, full-time equivalent faculty in the Department of Accounting, including adjunct instructors, totaled 10.33. These faculty taught 37 sections of undergraduate accounting classes with a total of 1,320 students. The average class size was 36 students and there were 127 accounting students for each full-time equivalent faculty member. Data from the Spring 2013 semester are comparable with faculty teaching 34 sections of undergraduate accounting courses with a total of 1,336 students. The average class size in the Spring 2013 was 39 students with approximately 129 accounting students for each full-time equivalent faculty member.
e. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

Current faculty and recent hires are sufficient to staff the program for the first two years. As the program becomes established and enrollment increases, an additional faculty member will be needed. It is expected that the faculty member will teach 2/3 in the undergraduate program and 1/3 in the graduate program.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

No unusual outlays or unique techniques will be required to recruit new faculty.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Research and professional activities of faculty are provided in Appendix A beginning on page 22. Currently, all tenured and tenure-track faculty receive a 3 hours load reduction for research and teach 9 hours per semester.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

A complete list of faculty publications may be found in the abridged faculty vitae in Appendix A. All doctoral faculty in the Department of Accounting are highly qualified to participate in the proposed program. As part of its recent accreditation, the Department’s faculty underwent strict scrutiny of their qualifications. All faculty members directly involved in the proposed program were determined to be “Academically Qualified” according to AACSB International standards.

ii. For proposed new faculty, qualifications and/or strengths needed.

The additional tenure track position will require a candidate with a doctorate in accounting. Professional certification, especially the CPA designation, will also be strongly encouraged.

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?
The Edith Garland Dupré Library provides materials and professional support required by Accounting faculty in their pursuit of quality scholarship. The Library houses the University Media Center and a STEP microcomputer laboratory with 150 networked computers, printers, and servers; the Reference Online Center with 24 networked computers and printers; and the Bibliographic Instruction SMART Classroom with 25 computers, an operator’s workstation, and projection equipment. Special Collections include: a 40% repository for United States Government Documents, Louisiana government documents, materials pertaining to the history and culture of Acadiana (in the Jefferson Caffery Louisiana Room), the University Archives and Acadiana Manuscripts Collection, the Folklore/Oral History Collection, and the Rare Book Collection.

Most of the Library’s collections are provided online through the iLink catalog. The Library is a member of the regional library organization Lyrasis, which provides nationwide networked cataloging and other professional services. The ILIiad system for transmitting Interlibrary Loan documents is also available. The University community may access most of the 100+ databases 24 hours a day, 7 days a week through Ebscohost, Lexis-Nexis Academic, PROQUEST, and other providers. Among these databases are Academic Search Complete, ERIC, Library Literature & Information Science Full Text, and Mental Measurements Yearbook and JSTOR.

Additional library services that aid scholarly activities of students and faculty in the Department of Accounting are Ask Reference, an online reference service for basic questions and search strategies, and the Bibliographic Instruction/Distance Learning Department which offers tours and instruction for classes at all levels and provides a host of research support, including an online glossary of library terms and online guides to MLA and APA styles. Library instruction takes place in the fully automated Bibliographic Instruction Lab. Subject-specific research guides are available in the Reference Department. The Library’s Webpage provides links to resources and services, with online forms available for Ask Reference, Interlibrary Loan, Library Tour Requests, and Departmental Book Requests. MOODLE provides around-the-clock web access to assignments and readings posted by faculty members.

Several of the databases are specifically pertinent for research in the subject areas of accounting and business. Most of the Library’s collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to essential databases such as the ABI/Inform, the CCH Internet Tax Research Network, and Business Source Complete. Traditional services such as interlibrary loan and computer database searches (e.g., Index Medicus and Eric) are also available. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Dupré Library contains numerous journals contributing to accounting. A partial list of relevant business and accounting journals is located in Appendix B on page 55.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed – books, periodicals, reference books, primary source materials, etc.?

Current library holdings are adequate to initiate the proposed program. The research and teaching interests of new faculty hires may necessitate requests for additional resources.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
Dupré Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The Libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC’s electronic network of 6,700 libraries. Additionally, the Library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

**d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.**

Expenditures for serials charged to the Department of Accounting for the prior two years have approximated $94,782 annually. This reflects only expenditures related to the Department of Accounting. It does not include expenditures for related disciplines such as Finance. The amount is sufficient to initially support the proposed program.

**e. Project library expenditures needed for the first five years of the proposed program.**

Increases in library expenditures over the first five years of the proposed program will be heavily dependent on the research and teaching interests of new faculty hires. It is not expected that such expenditures will exceed $1,000 annually.

**f. What additional special resources, other than library holdings, will be needed?**

At this time, it is anticipated that no additional special resources will be required. In addition to library resources, the College maintains a subscription to the S&P Research Insight database, providing detailed information on thousands of corporations in North America and worldwide. Access to this resource should prove an advantage in recruiting qualified faculty.

**g. If a graduate program is requested, indicate:**

**i. Special library resources needed to offer a program of quality.**

As indicated above, current library resources are sufficient to begin the proposed program. Over time, the research and instructional needs of the graduate students in specific electives as well as new faculty may require additional resources. If it is determined that additional resources are needed, the Department will work with the College and the University Administration to ensure that adequate funding of such resources will be available to meet the needs of our graduate students and faculty. External resources can also be tapped. For example, the University currently has a subscription to a comprehensive tax research service in CCH. However, members of the American Taxation Association can receive access to an additional service, RIA, at no cost. Such arrangements can be pursued when necessary.
ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

The two most comparable public in-state institutions to offer both baccalaureate and master’s degrees in Accounting are the University of New Orleans and Louisiana Tech University. The library holdings of these benchmarked institutions are:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Books, Serial Backfiles and Other Paper Materials Held</th>
<th># Serial Subscriptions</th>
<th>Expenditures – Current Serial Subscriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Orleans</td>
<td>951,080</td>
<td>4,707</td>
<td>$1,756,512</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>1,303,375</td>
<td>1,933</td>
<td>$995,621</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>1,055,743</td>
<td>1,745</td>
<td>$738,972</td>
</tr>
</tbody>
</table>


6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

Through the B.I. Moody III College of Business Administration, the Department of Accounting occupies two buildings – Moody Hall (MX) and F.G. Mouton (FGM) Hall. Moody Hall, a three story annex to FGM of approximately 65,000 square feet, houses all faculty offices, the Dean’s office, and the MBA Director’s office. Prior to 2005-2006, the 35,000 square foot FGM was the primary business building with faculty and classrooms spread over the campus. With the construction of Moody Hall, all faculty offices were consolidated in one building along with the Dean’s office (which was formerly located in the University’s main administration building). These facilities provide the College with approximately 100,000 square feet of space to fulfill its mission. Moody Hall has 48-person classrooms as well as an auditorium which can be divided into two 100-person classrooms. In addition, two floors of classrooms in FG Mouton are available for the proposed program’s utilization. Three STEP computer labs are available in FG Mouton as well as the College’s dedicated Assessment Lab in Moody Hall. Each full-time accounting faculty member has his/her own individual office on the third floor of MX with the main Department office located in the middle of the floor. The other Department offices and remaining MCOBA faculty are housed on the second and third floors of MX. This promotes communication and collegiality as well as facilitating collaboration on research/pedagogy projects.

b. Describe present utilization of these facilities where facilities are assigned to the department.

All facilities in Moody Hall and F.G. Mouton Hall are fully utilized to meet the teaching and learning needs of the students and faculty in Accounting.
The Department of Accounting is continually exploring ways to enhance the educational experiences of its students. The Department is currently preparing a STEP Grant proposal to create an accounting computer lab for instructional and educational purposes. The proposed accounting lab is expected to benefit both undergraduate and graduate students. This state-of-the-art lab will enhance our capabilities to expand and enrich our students’ skill level in several accounting classes allowing for a more intensive study of financial, cost, audit, information systems, and tax accounting thereby facilitating the development of professional accountants; reinforce our students’ understanding of the technological issues facing the accounting profession and business community at large; foster and support student and faculty research efforts; centralize and provide access to software and data analysis programs; and, facilitate assessment of the accounting program’s learning objectives. A “White Paper” to address possible sources of external funding has been prepared and presented to the Dean of the College.

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The Master of Science in Accounting degree will be housed in the B.I. Moody III College of Business Administration, Department of Accounting. The program will be both inter-disciplinary and inter-departmental in that the program will include courses in related business disciplines such as finance, management, and marketing in addition to the aforementioned graduate accounting courses.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

The proposed program will not affect the present administrative structure of the institution. No new administrative positions are to be created or personnel reassigned as a result of implementation of the proposed program. An existing faculty member in the Department will be designated as the program’s coordinator and be responsible, in conjunction with the Department Head, for scheduling, staffing, etc.

c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

The Department of Accounting recently received Accounting Accreditation from the Association to Advance Collegiate Schools of Business (AACSB INTERNATIONAL). Fewer than 180 accounting departments globally have achieved this distinction. After a thorough examination of the accounting program, the AACSB INTERNATIONAL peer review team report praised the Department for the following:

- “Level of dedication of faculty to students, Department, and community”
- “Level of commitment from Dean and top administrators”
- “Rigorous curriculum that leads to a high CPA pass rate by students”
- “Level and quality of student advising”
- “Formal student advising and mentoring by faculty and the Accounting Program Repeat Policy”
- “Student-driven enforcement of the Department’s Student Code of Ethics”
• “Intensive programs for student-professional interaction”

The team’s report also noted that “students in the Accounting Program appear to be highly motivated and enthusiastic” and that “the Department’s faculty is highly committed to teaching and to encouraging student success.”

The proposed program builds on these strengths by enhancing opportunities for students to succeed in the accounting profession. A motivated and enthusiastic student base is an essential component of a successful graduate program.

8. Accreditation

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

Both the Department of Accounting and the B.I. Moody III College of Business Administration are accredited by the AACSB INTERNATIONAL. The College’s accreditation was reaffirmed in Spring 2011. The Department of Accounting achieved its initial accreditation in Spring 2011. Reaffirmation of accreditation for both the College and Department is scheduled for 2016. Although the proposed program itself is not eligible for separate AACSB accreditation, it will be evaluated as part of the departmental and college reaffirmation process.

b. Delineate the initial costs of accreditation and subsequent annual cost.

There are no accreditation costs specifically tied to the proposed program.

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

Other disciplines within the B.I. Moody III College of Business Administration will support the proposed program, both by contributing to the undergraduate education of accounting majors and by offering electives at the graduate level. These disciplines include economics, finance, management, marketing, and legal studies.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Resources of these other departments are currently adequate to support the proposed program. AACSB INTERNATIONAL standards require that institutions maintain adequate resources, and maintain sufficient academically and professionally qualified faculty to fulfill their mission. The College’s recent
reaffirmation of accreditation by the AACSB INTERNATIONAL provides assurance that resources to support the proposed program are available in the rest of the College.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

In addition to the library costs previously mentioned, additional equipment, travel funds and supplies will be required for the faculty member who will be 1/3 dedicated to this program.

The proposed budget does not include resources from internally generated funds, grants, or monies from other external sources as they are difficult to project with a sufficient degree of accuracy at this time. These funds will be aggressively pursued. For example, in the Fall of 2013, the Department will receive additional internally generated funds in the form of royalties from faculty developed textbook supplements. In addition, plans and contacts have already been made to seek funds from area professionals and businesses.

Details are included on the “Summary of Estimated Additional Costs for the Proposed Program” on page 21.

b. Indicate departmental costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

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<th>Accounting Department Budget</th>
<th>2010-2011 Actual</th>
<th>2011-2012 Actual</th>
<th>2012-2013 Budgeted</th>
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<td>Personal Services</td>
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<td>Travel</td>
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<td>Operating Services</td>
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<td>Departmental Total</td>
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ii. How will the proposed program affect the allocation of these funds?

The proposed program will require budget increases to fund the items listed in 10a. Current expenditures reflect costs associated with the undergraduate Accounting program only.
c. Indicate if additional funds for research will be needed to support the proposed program.

It is not currently expected that additional funds for research will be necessary to support the proposed program.

d. Provide estimates of additional cost on the attached form.
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette
Date: 4/1/2013

Program/Unit: Department of Accounting

FTE = Full Time Equivalent (use the institution’s standard definition and provide that definition.)

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<td></td>
</tr>
<tr>
<td>Other -- Tuition</td>
<td>$52,589</td>
<td>63.1</td>
<td>$123,791</td>
<td>64.4</td>
<td>$151,935</td>
<td>66.2</td>
<td>$181,353</td>
<td>67.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$83,383</td>
<td>100</td>
<td>$192,073</td>
<td>100</td>
<td>$229,589</td>
<td>100</td>
<td>$267,041</td>
<td>100</td>
</tr>
</tbody>
</table>

FTE = Teaching load of 9 hours per semester